

Inspection of Hautes Capelles Primary School

Capelles, St Sampson's, Guernsey GY2 4GL

Inspection dates: 13 and 14 March 2024

The quality of education	Good
Behaviour and attitudes	Good
Personal development and welfare	Good
Leadership and management	Good
Early years provision	Good

What is it like to attend this school?

At Hautes Capelles, pupils are treated as individuals. Staff know them and their families well. They support pupils, both in their learning and emotionally. For example, pupils discuss their feelings with trusted adults through the 'colour monsters' system and 'Well-being Wednesdays'. This helps to build their confidence and resilience.

Pupils behave well. In the early years, children demonstrate remarkable perseverance when working independently. Older pupils are polite and articulate when talking to visitors. At playtimes, pupils mix well together. They converse sensibly while eating in the lunch hall. Bullying is rare. Pupils have the utmost confidence that adults will resolve it if it occurs.

The school's offer beyond the academic curriculum is highly impressive. It is carefully structured so that it builds on past experiences. For example, pupils are taken out of their comfort zone through a series of residentials. Pupils develop their economic understanding through running the school bank. They take on a wide variety of leadership roles, such as house captains, librarians and play leaders. This helps to give pupils a voice in the school. Pupils have a strong sense of compassion and empathy. For example, they raise money for a variety of charities.

What does the school do well and what does it need to do better?

The school has a clear, shared ambition for its pupils. It has navigated a period of significant change to the curriculum over the last three years. The school now has a knowledge-rich and well-sequenced curriculum which aligns with the Bailiwick curriculum. This starts in the early years where children get off to a strong start. The school has identified that children's communication and language skills have suffered as a result of the pandemic. Consequently, they place an increased emphasis on this throughout the provision through carefully planned and stimulating activities.

A few subjects are less well developed than others. However, the school has taken care to prioritise key elements of the curriculum. This has helped to manage staff's workload. Furthermore, several subject leaders are new to their role. While the school has provided training for them to develop their expertise, they have not yet made the further improvements needed in some subjects.

The curriculum is typically taught well. Teachers' explanations about key concepts are clear and concise. Where subjects are more established, pupils make connections between different elements of their learning. Pupils' learning is particularly strong in reading, writing and mathematics. This is reflected in outcomes at both key stages 1 and 2 over a number of years. Consequently, pupils are well prepared for their next stage of education. However, on occasion, questioning is not

used effectively to check what pupils know and remember. At times, pupils develop misconceptions which are not identified and corrected. This is because teachers do not use assessment well enough to identify gaps in pupils' knowledge and then use this information to plan for what comes next. The school recognises there is more to do on this.

Reading is pivotal to the school's curriculum. There is a highly-structured approach to the teaching of early reading. Staff have good subject knowledge and therefore teach it well. This has had a significant impact on how quickly pupils learn to read. Fewer pupils enter key stage 2 in need of additional support. Pupils have a thirst for books. The school promotes this wherever possible through its two libraries and 'book swaps'.

The support that pupils with special educational needs and/or disabilities (SEND) receive is carefully tailored so their needs are met well. An emphasis on identifying children's needs in Reception Year means they receive it in a timely fashion. The school's positive relationships with families means there is a joined-up approach to getting the best for pupils.

Pupils learn about local risks. They have an age-appropriate understanding of how to keep themselves safe when using technology. The curriculum includes structured learning about careers, with opportunities created to inform and connect pupils to future career choices. They develop their talents and interests through an exciting range of clubs.

The school has robust systems for attendance. It knows its families well and takes swift action to intervene if attendance drops. As a result, pupils' attendance is positive. Consequently, they do not miss out on important learning.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- In some subjects, assessment is not used effectively to check pupils' understanding or to rectify misconceptions. As a result, pupils develop gaps in their knowledge. The school needs to ensure there is a consistent and effective approach to assessment in all subjects. This will enable teachers to adapt learning successfully when needed.
- Subject leadership is not securely established in all subjects. As a result, the implementation of some subjects has not yet had the intended impact. The school should continue to train and support subject leaders, particularly those new to their role, so that they can drive forward necessary changes to the curriculum and check the impact of these.

School details

Inspection number	10326708
Type of school	Primary
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The States of Guernsey
Headteacher	Sue Coughlin
Website	www.capelles.sch.gg
Date of previous Ofsted inspection	Not previously inspected by Ofsted

Information about this school

- The school runs a breakfast club and after-school club.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 35 of the Guernsey Education Law 1970.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, geography, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.

- Inspectors met with the headteacher and other senior leaders, groups of staff, groups of pupils and a representative of the Education Office.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the pupil and staff questionnaires issued at the time of the inspection and to the Guernsey Parent Survey.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Tracey Reynolds

Senior His Majesty's Inspector

James Gentile

His Majesty's Inspector

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